Home Economics, Child Development

and Parental Education

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BULLETIN

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HOME ECONOMICS CHILD DEVELOPMENT AND PARENTAL EDUCATION

The American Home Economics Association in undertaking its special program in child development and parental education seeks to promote better homemaking by introducing residence and extension courses in child development and family relationships in schools and colleges and through the reorientation of many courses now being offered so that they may function more effectively as preparation for homemaking.

These objectives cannot be achieved in a few years. The most the present program can accomplish is to lay sound foundations for future progress.

The Rôle of Home Economics in Parental Education. The keen interest of the home economics group in all phases of child development and parental education is clearly demonstrated by the phenomenal development of these aspects of home economics education during the last five years. That the group has made many contributions to parental education and has many more to make is equally evident.

The part that home economics has played in parental education is described briefly in "Child Development and Parental Education," the bulletin published by the Association in June, 1928. The comparatively late development of the movement in home economics argues no lack of belief among home economists in the desirability of parental education or failure to recognize the problem but rather a lack of or-

ganization and satisfactory methods for giving this training and of funds for experimentation. Their immediate response to the experimental program of parental education set up at the Merrill-Palmer School, and the setting up of laboratories for and curricula in parental education in connection with the majority of college home economics departments as soon as administrators were convinced that practicable methods could be worked out, prove that the whole movement has represented not so much a new idea that had to win its way to success, as a crystallization and organization of interest and ideas, and solution of a problem long recognized.

The Association is deeply indebted to the Laura Spelman Rockefeller Memorial for the four-year grant which has made possible its child development and parental education program.

Aside from the rapid development and extension of the work in parental education in home economics, its content has progressed from an almost exclusive attention to teaching the physical care of the child, to the conception of caring for the "whole child." This, in turn, has led to cooperation between the home economics departments in our colleges and the departments of psychology, sociology, medicine, education, and others, with the result that the scope of home economics education has been broadened immeasurably.

It is recognized that the home economics group led in the movement for preparental education. The first group of six students sent to the Merrill-Palmer School for training in 1922 were home economics students, and the thirty colleges now having nursery schools where home economics students have an opportunity for training in child care are proof of how much the group has done in preparental education at the college level. The survey made in 1927 and reported in the bulletin referred to, showed also that sixty-seven per cent of the child-care courses given in the high schools of the country were given in home economics departments. The rapid improvement in the content and method of these courses, as better materials have been presented, shows that the group as a whole is alive and eager to assume its responsibility in developing all-round, suitable courses in child care and training.

If the home economics group is to retain its leadership in preparental education, however, it must give its whole-hearted support to the task. While parental education may be looked upon as one phase, and an important one, of home economics education, it may also be considered as a much larger field, to which many specialists in varied fields are contributing. The part of home economics in this field, as in many

others, is to apply to a complex group and institution, the family and the home, the information made available through many special fields of knowledge.

The present responsibility of home economics, it would seem, is to bring all the new findings in this field into relation with their proper whole, the home and family life; to make the home economics movement more truly what William Hard called it in 1910 in his "Women of Tomorrow"—"an attempt to bring the home and its occupants into the scientific and sociological developments of the outside world." It must be the responsibility of home economics to extend the conception of the mother in the home as a teacher and the home as an educational institution in the broadest sense—a place where children learn to adjust themselves to life in the modern world and to live fully. It is our responsibility to impart to homemaking not only a spirit of craftsmanship but also a sense of the significance of the home as the setting of the family.

EDNA NOBLE WHITE,
Chairman, Advisory Committee on Child Development and Parental Education.

Signs of Progress. The program in child development and parental education has steadily made headway, thanks to the trained leaders who are entering the field, an increasing amount of fundamental research, the general availability of good books and pamphlets, and the satisfaction which students and administrators feel in the value of the program.

The extent to which child development and parental education is included in home economics courses is most encouraging. Work was reported in more than 2,000 day schools; part-time classes were reported in 10 states, and parental education for adults in 26 states. One hundred and forty-eight colleges offer residence courses and 25 offer extension courses for parents. Forty nursery schools have been organized in which home economics students have some opportunity for observation and some experience as a part of their courses in child development. Seven of these give this opportunity to girls in the public schools.

The results of the Survey made in 1927 of such work in schools and colleges have been published and may be obtained from headquarters.

Ten college departments of home economics are conducting research in child development. Eight of the workers are doctors of philosophy and all have had training in advance of that for a bachelor's degree.

Twenty-five reports of research were made in June, 1928. These deal with special aspects of physical growth, nutrition, appetite problems, interests of the pre-school child, sleep habits, posture, and household management in relation to problems of child care.

The Washington Child Research Center. This center, opened in February, 1928, is a national project in which the following agencies are cooperating: American Association of University Women, American Home Economics Association, Child Development Committee of the National Research Council, George Washington University, University of Maryland, U. S. Bureau of Education, U. S. Bureau of Home Economics, U. S. Public Health Service.

The purpose of the work at the Center is essentially the investigation of the mental and physical development of children and the factors in the environment which influence particular trends of development.

Among the numerous problems of interest it is necessary to select arbitrarily certain of these which lend themselves to the facilities of this particular institution.

The work of the Center may be briefly summarized as follows:

(1) Experimental investigations of the mental and physical development of children. These now include problems of sleep, the factors influencing phantasy, the emotional development of infants and children, the influence of the nursery school in the development of personality, and the technic of parent education.

(2) Training of students in the theory and practice of child study. Students in home economics are given practical work with children, and graduate students in educational psychology are given didactic and technical courses in child study.

(3) Education of parents in the broad principles of child development which will enable them to understand and train their children in a more intelligent manner.

(4) Providing help for specialists in the rehabilitation of the problem child.

The National Council of Parental Education. This Council brings together organizations and institutions engaged in that phase of adult education concerned with parents and parenthood. The American Home Economics Association is an active member and is represented by its field worker in child development and parental education.

The specific projects in which the Council engages include the maintenance of a central office and staff responsible for the development of the

program of work; an advisory service to organizations and institutions interested in the development of parent education; an appointment service for the placement of leaders in this field; the selection and supervision of scholars in parent education; the development of an information service on parent education projects; and provision for national and other meetings to develop common understanding and concerted cooperation on problems of concern to parent educators.

A study to determine the factors in family life which make for success. The American Home Economics Association has cooperated in this study with the Bureau of Home Economics of the U. S. Department of Agriculture. Replies from schedules sent to a carefully selected group have been received from 328 men and women and present the details of the attitudes, activities, and social processes in the families in which these persons were brought up. There are also reports from 62 families now making a success of their family life.

The returns have come from well-educated individuals, in the main engaged in some professional pursuit. Fifty of them are doctors of philosophy. All are successful in the sense of being well adjusted, economically and socially. Most of them come from urban backgrounds.

Analysis of the data throws light on such questions as the results of divorce and the effect of like backgrounds of husband and wife; the attitudes of the parents towards education, recreation, and the emancipation of the children as they approach adulthood; and various types of household management.

Topics treated in the report will be the effects upon the success of the family of the financial situation, the methods of handling family income and the attitude of the family towards money affairs in general; different attitudes toward household management; educational aspects of the life of the family, methods of developing the child into a useful member of the family and community group; the accommodation and adjustment of the family to the community; the social attitudes, traditions, and mores of the environment.

The study of home management and child development. This study undertaken by the American Home Economics Association with the cooperation of the two national professional fraternities, Omicron Nu and Phi Upsilon Omicron, has brought together valuable information on the problems, practices, and suggestions of bona fide homemakers. Those replying to the questionnaires live in rural and urban sections of North, South, East, and West. The number of children varies from one to four or more, the size of the annual income from $1800 or less to $10,000

and over, and the period of married life from one year to twenty-five and over. Parents include some who have had less than twelve years of formal education and some with the degree of doctor of philosophy. The majority of the women, however, have had three or more years of college with their major in home economics.

The facts contained in this body of material from widely differing homes are likely to be of particular value to homemakers, teachers of home economics, and others interested in the present-day home. One of the most significant results of the study is a list of the managerial problems with which this group of homes are confronted, the frequency with which each occurs, the conditions which cause them, and the manner in which many of them have been successfully met by the homemakers.

The summary of the responses as to the extent to which the various college courses have proved helpful to those who have entered homemaking has potential value for the builder of curricula in pre-marriage and preparental education, for the specialist in adult education, and for the vocational adviser.

Is it practicable to use a nursery school as a center for the teaching of child care to high school girls? The Highland Park High School of Highland Park, Michigan, has answered this question in the affirmative, for it maintains a nursery school in its home economics department as a laboratory for teaching child care to the senior high school girls. This nursery school was organized with the initial help of the Merrill-Palmer School. So valuable, however, did it prove and so thoroughly convinced was the City Board of Education of its value, that the project was taken over by the school and is now supported by public funds.

In considering a nursery school as a laboratory for teaching child care, it is not the educational value of such a means of instruction which fails of conviction, but rather the cost of the project which makes it seem impracticable. Although the initial outlay for space, equipment and staff may be fairly large, does the value which the girls receive justify the expenditure? If the initial cost is prorated, as it should be, by the number of girls served by such a laboratory over a period of some five to ten years, the cost per student is not excessive. Next to initial cost the question most frequently asked is in relation to the adjustment of schedules so that the high school girls may have the opportunity for sufficient time in the nursery school. At Highland Park each girl is excused from all other classes for five days during the term. The fine attitude of the staff in cooperating to make this possible was well expressed by the head of the mathematics department who when the plan

was presented said "Ten years from now it will mean much more to a girl that she has those five days at the nursery school, than that she lost those days of math."

Successful lessons in child development. The following brief outlines suggest types of topics included in the high school courses.

"Rights of the child." Pictures of 20 children registering all types of emotion and showing varying degrees of development and care were mounted on cards and placed around the room. Each girl was asked to select the child who had the greatest appeal for her and to tell the class which of the qualities represented attracted her the most and the desirable characteristics were listed on the board. The class then considered the photographs which no one had selected, to determine why the girls had not been attracted to those babies and the teachers asked why some babies had many desirable qualities while others did not. The girls then listed all those characteristics which were likely to be affected by the home and the members of the family and those for which heredity is largely responsible. This was followed by a discussion of the rights of the child, both to a good heredity and to an environment which enables the child to develop desirable characteristics.

"Eating habits." This problem was presented by one of the high school girls who had the responsibility of getting her 5 year old sister to learn to like a variety of foods. Method: The problem was divided into two parts—what is the cause of her unwillingness to eat? How can this be overcome? The discussion covered the following points: (a) Associations which the little girl had made with food. Were they such that she would look forward to the meal with pleasurable anticipation or did she look forward to the meal as a time when she was forced to eat what she did not want? (b) Attractiveness in serving. The class demonstrated how one could make a carrot man out of sliced buttered carrots, using a round piece for the head, a longer and more oval shape for the body, and longer and narrower pieces for the arms and legs, with squares for feet. (c) Flavor of the food. Careful attention should be paid to the preparation of the food as often children are asked to eat unpalatable food. (d) Physical condition of the child. If she is not well or if tired or sleepy her appetite is apt to be poor. (e) New flavors should be introduced at the first of the meal when appetite is keenest. (f) Regularity of meals with no piecing in between is to be observed. (g) Atmosphere at meal time pleasant and without strain. There should be no nagging or coaxing.

"Suitable toys for the 4 to 6 year old child." The unit was presented

before Christmas when the stores had on display their new Christmas toys. The teacher obtained permission from the manager to take the girls to one of the stores and let each select a toy of the type she would like to give her younger brother or sister for Christmas. The toys selected were placed on a table and each girl was asked to tell why she had selected as she did. The replies were followed by class discussion, which brought out many interesting points in regard to the desirability of certain toys and the undesirability of others and developed a better understanding of the purpose of toys and the points to note in selecting them.

The attitude of the girls and of the communities to the work in child care. The following comments have been reported by teachers offering these courses in our public schools: "Eager responses from pupils, interest in subject matter and amount of outside reading done but not required all indicate interest." "Girls with young children in the home more interested than others." "Mothers have commented that the girls took a greater interest in the food, physical care, entertainment, and choice of stories for the younger children at home." "Younger girls have more enthusiasm and a better attitude than the older girls." "At the beginning of the course, fifty per cent of the class wanted it and the other fifty per cent did not, but all were enthusiastic at the end and thought it the best unit that could be given them." "Interest varies according to family life." "A few mothers were skeptical at first but are now pleased with the result." "Attitude of girls toward younger children changes after course." "More interest in this class than in any other the teacher ever taught." "Second year girls requested work on 'the preschool child' similar to that studied by first year girls."

"Girls who have had contact with smaller children like it; others do the work because it is required; a few easily become interested; a few become interested in spite of themselves." "It is seldom any effort to keep the class enthusiasm strong during the full 90 minutes; on the day following the lesson, the girls come to the teacher with all sorts of questions arising from the lesson." "Even most of the girls who claim 'to despise kids' have shown interest."

Actualities Versus Possibilities. Within the past five years a marked change has occurred in home economics curricula.

The emphasis, placed for years upon food and nutrition, clothing, and household management, has been re-distributed to include the relationship of individuals within a family group, and the care and training of the

child for active participation not only in that group, but in the larger groups of community and state. As a result, the nursery school as a child development laboratory has become an actuality, each year increasing in numbers and influence. What is the significance of this movement for the study of child development?

Is it enough that interest be stimulated in child development, and the related courses in nutrition, clothing, and household management be modified by it? What constitutes an adequate laboratory for this work? What can colleges and schools that have nursery school facilities contribute to the schools lacking these centers? What influence may the child development movement exert on home economics?

There is much that we covet from this movement. We desire that the lives of children may be made more joyous; that people may come to accept children as individuals with rights to be regarded and personalities to be respected; that parents may through understanding have deepened sentiment and less sentimentality—but that is not all. We need scientific facts concerning not only the effect of heredity, but also the effect of the various environmental factors upon the child's ability to gain knowledge and skill and acquire desirable social attitudes. Our present knowledge in this line is infinitesimal. We need the facts that would comprise an adequate organized body of knowledge. We need to know what activities should be provided for and how these may be carried forward to integrate the child. Honest, sincere, carefully recorded observations such as might be secured by specially trained persons in a nursery school would be invaluable in supplying such data.

One of the inspiring effects of the nursery school movement has been the critical self-analysis and self-understanding that frequently accompanies the venture into "educative activity."

After data are assembled that by nature of purpose and content form a coherent whole, a plan for their organization into a growing project such as would call out self-educative activity on the part of the preparental and parental students is essential.

Relating experiences and activities to integrate the child tends also to sort essentials from non-essentials and leads to the development of an organized body of subject-matter for the preparental student. Such determination of method and procedure becomes a contribution which can we reasonably expect from our child development departments.

The fact that no child laboratory should be established without well-trained personnel, involving usually an increase in staff and consequent addition of funds and space, militates against a wide immediate increase

of such departments in colleges and schools where future homemakers are being trained.

The need for the training of these students is great and their interest is keen. It is possible to capitalize the work in an already established nursery school for good of the many not yet reached by such opportunity.

Does it not seem that we might now focus our attention on securing larger returns from our investments and making the dividends available to a larger group? Is there a possibility that the child development laboratories or nursery schools, which are now actualities, may serve as powerful motivating forces for whole states, vitalizing work in many other schools, adding to our store of knowledge, and successfully perfecting plans for this interesting phase of education?

"Possibilities are more important than actualities. Present knowledge counts only in its bearing on possibilities."

MARGARET JUSTIN,
President, American Home Economics Association.

Scholarships and Fellowships in Child Development and Parental Education. National scholarships in parental education are awarded by the National Council of Parental Education. These are open to college graduates who have had training in child development, education, social work, home economics, sociology, and psychology. Application must be made to the office of the Council, 41 East 42nd Street, New York City, by January 21, 1929.

National fellowships for research in child development are awarded upon the recommendation of the Committee on Child Development of the National Research Council. Applicants must possess the doctor's degrees in one of the basic sciences of medicine and must present tangible evidence of research ability. Credentials should be filed with the Committee on Child Development, National Research Council, B and 21st Streets, Washington, D. C. before January 19, 1929.

NOTICES AND NEWS

Home Economics Meetings at Cleveland. The same group of home economics supervisors and classroom teachers which met in Boston last February will meet again this year under the auspices of the American Home Economics Association during the session of the Department of Superintendence of the National Education Association in Cleveland, Ohio. The home economics programs have been arranged for Monday and Tuesday, February 25 and 26, 1929, and have been planned by a committee composed of city supervisors from various sections of the country under the chairmanship of Miss Emeline S. Whitcomb, specialist in home economics in the Bureau of Education, Interior Department, Washington, D. C., from whom copies of the program may be secured. Miss Adelaide L. Van Duzer, supervisor of home economics for Cleveland, is chairman of local arrangements.

Legislation. The George-Reed Bill for vocational education passed the Senate last spring and is now on the calendar of the House. If sufficient interest in the bill is manifest, it is hoped that it may be brought to vote before the adjournment of the present short session of Congress. If the bill does not pass at this session, much ground will be lost, as the bill will have to be reintroduced into the new Congress and repassed by the Senate as well as passed by the House and signed by the President. Now is the time for friends of the measure to urge their Congressmen to support the bill.

The Curtis-Reed Bill for the establishment of a department of education, which has been endorsed by the Association, is also before Congress. Supporters of this measure are much encouraged by the more friendly attitude which is developing toward it. The need continues, however, for its adherents to maintain their active interest until the bill is actually written into our laws.

Ellen H. Richards Fellowship. Announcements concerning the fellowship for 1929–30 have already been sent to colleges and universities. The executive committee of the American Home Economics Association has increased the amount of this fellowship to $750. Application blanks may be secured from the chairman of the committee, Miss Anna M. Cooley, Teachers College, Columbia University, New York City.

The candidate for this fellowship should hold a bachelor's degree from an institution of recognized rank. Her scholarship, interests, and

probable ability in research, as well as her personality, must be satisfactory to the committee on awards. She must present a statement of from 500 to 1000 words on the general field of home economics in which she proposes to undertake investigation, or, if such investigation is already definitely planned or begun, a brief description of the problem with her plan for its development. The candidate must indicate also the institution where she hopes to carry on her work and include a statement from the institution that it will be possible to conduct the research there. The nature of the research should be immediately in the home economics field or in a related field such as sociology, economics, child welfare, or art.

The Boston Meeting. As already announced, the next annual meeting of the Association will be held in Boston, with the Hotel Statler as convention headquarters. The meetings will begin on Monday, July 1, 1929, and continue through Friday, July 5. This late date is made necessary because suitable hotel accommodations could not be secured the previous week; furthermore, the local public schools do not close until the last week in June.

TENTATIVE SCHEDULE FOR ANNUAL MEETING, 1929

MONDAY, JULY 1	TUESDAY, JULY 2	WEDNESDAY, JULY 3	THURSDAY, JULY 4	FRIDAY, JULY 5
Registration 10 A.M. Educational and Sightseeing Trips Commercial Exhibits Open Executive Committee Meeting	*Forenoon* Council Meeting	*Forenoon* Council Meeting	*Forenoon* Professional Group Programs	*Forenoon* Association Business Meeting
	Luncheon *Journal* Newsgatherers	*Luncheon* State Presidents	*Luncheon* Honor Societies	*Luncheon*
	Afternoon Subject Matter Programs	*Afternoon* Professional Group Programs	*Afternoon* Section Business Meetings	*Afternoon* Educational and Sightseeing Trips Meetings of Coordinating and Executive Committees
	Dinner Alumnæ Groups	Association Picnic	*Dinner* Annual Banquet	
Evening General Meeting	*Evening* General Meeting			

By vote of the Association at the meeting in Des Moines, the program committee was instructed to formulate the program for the Boston meeting in harmony with the plan suggested for the reorganization of the Association. Bearing in mind these instructions, the committee at its meeting in November adopted the accompanying tentative schedule. The only significant changes from the plan followed at recent annual meetings are in the arrangement of programs for three periods usually given to section meetings. On Tuesday afternoon the programs will be devoted to the various fields of subject matter, while Wednesday afternoon and Thursday morning will be given over to meetings of groups engaged in similar professional activities. The regular business meetings of sections will be held on Thursday afternoon as usual.

The loyal and enthusiastic cooperation of the local home economists and the wealth of educational and historical resources of Boston give promise of an unusually delightful and profitable meeting.

AFFILIATED HOME ECONOMICS ASSOCIATIONS

In the following list certain items are indicated as follows: (1) president; (2) treasurer; (3) month of annual meeting; (4) individual dues; (5) student club dues. Dues include those to the American Home Economics Association.

ALABAMA: (1) Henrietta M. Thompson, University of Alabama, University. (2) Mrs. Lamar C. LeBron, 825 South 39th Street, Birmingham. (3) March. (4) $2.00. (5) $4.00.

ARIZONA: (1) Mrs. Florence Knox Mitten, Chandler. (2) M. Olive Earley, 108 East Second Avenue, Mesa. (3) November. (4) $1.50.

ARKANSAS: (1) Druzilla Kent, Department of Education, Little Rock. (2) Mildred L. Wilson, Wilson. (3) November. (4) $2.00. (5) $2.50.

CALIFORNIA: (1) Grace Allingham, Fresno State Teachers College, Fresno. (2) Marie Bolton, 1735 Lewis Street, Fresno. (3) July. (4) Bay Section, $2.00; Central Section, $3.00; Northern Section, $3.00; Southern Section, $4.00. (5) $3.00.

COLORADO: (1) Anna W. Williams, University of Colorado, Boulder. (2) Mary Williams, 2075 Ash Street, Denver. (3) November. (4) $2.00. (5) $3.00.

CONNECTICUT: (1) Mrs. Juanita Dean, Hartford Public High School, Hartford. (2) Olea Sands, 308 Church Street, Hartford. (3) May. (4) $2.00.

DELAWARE: (1) Marion F. Breck, State Supervisor of Home Economics, Dover. (2) Mrs. Annette Butler, Camden. (3) May. (4) $1.50. (5) $3.00.

DISTRICT OF COLUMBIA: (1) Mrs. Louise McD. Browne, 3408 Lowell St., N.W., Washington. (2) Gertrude Cook, 1419 Crittenden St., N.W., Washington. (3) May. (4) $2.00. (5) $3.00.

EDMONTON: (1) Hazel McIntyre, University of Alberta, Edmonton, Alberta, Canada. (2) Alice E. Shearer, 10454 Eighty-fourth Avenue, Edmonton. (3) May. (4) $2.00. (5) $3.00.

FLORIDA: (1) Jennie Tilt, State College for Women, Tallahassee. (2) Anna Mae Sikes, Fort Myers. (3) April. (4) $2.25. (5) $3.25.

GEORGIA: (1) Leila Bunce, Fulton High School, Atlanta. (2) Mrs. Pearl C. Moon, Georgia State Teachers College, Athens. (3) April. (4) $2.00. (5) $5.00.

HAWAII: (1) Mrs. Caroline Edwards, Territorial Building, Honolulu. (2) Ruth Hanson, Dietitian, Queen's Hospital, Honolulu. (3) May. (4) $1.50.

IDAHO: (1) Dorothy G. Ellis, Department of Vocational Education, Boise. (2) Millie McCoy, Burley. (3) March. (4) $1.50. (5) $2.50.

ILLINOIS: (1) Adah Hess, 123 East Cook Street, Springfield. (2) Mrs. Camilla Laws Virgils, 4100 Fillmore Street, Chicago. (3) October. (4) $2.00. (5) $3.00.

INDIANA: (1) Erma B. Christy, 518 West North Street, Muncie. (2) Gladys Metsker, 2940 North Pennsylvania Street, Indianapolis. (3) October. (4) $2.00. (5) $3.00.

IOWA: (1) Alice A. Brigham, State University of Iowa, Iowa City. (2) Elsie Wilson, Iowa State College, Ames. (3) November. (4) $2.00. (5) Col. $5.00; H. S. $3.00.

KANSAS: (1) Ethell Snodgrass, State Teachers College, Hays. (2) Katherine Tucker, 2300 West Tenth Street, Topeka. (3) April. (4) $1.50. (5) Col. $5.00; H. S. $3.00.

KENTUCKY: (1) Myrtle Weldon, College of Agriculture, Lexington. (2) Marguerite Moore, City High School, Owensboro. (3) April. (4) $2.50. (5) $3.00.

LOUISIANA: (1) Hazel Grimm, State Department of Education, Baton Rouge. (2) Ellen LeNoir, Louisiana State University, Baton Rouge. (3) December. (4) $2.00. (5) $3.00.

MAINE: (1) Adelaide Lancaster, Springvale. (2) Madeline Kingsley, 139 Park Street, Portland. (3) October. (4) $2.00. (5) $4.00.

MARYLAND: (1) Edna M. Engle, 5001 Beaufort Avenue, Baltimore, acting. (2) Gertrude Richards, 3341 Windsor Avenue, Baltimore. (3) April. (4) $2.00. (5) $3.50.

MASSACHUSETTS: (1) Agnes H. Craig, 86 School Street, Springfield. (2) Martha B. Judd, 161 High Street, Springfield. (3) April. (4) $2.00. (5) $5.00.

MICHIGAN: (1) Helen Livingstone, Cass Technical High School, Detroit. (2) Helen Wyman, Goldberg School, Detroit. (3) October. (4) $2.00. (5) $3.00.

MINNESOTA: (1) Mrs. Marjorie Child Husted, Washburn Crosby Company, Minneapolis. (2) Iva I. Sell, University Farm, St. Paul. (3) May. (4) $2.00. (5) $3.00.

MISSISSIPPI: (1) Mary E. Doney, Box 10, Vicksburg. (2) May Haddon, Belhaven College, Jackson. (3) May. (4) $2.00. (5) $5.00.

MISSOURI: (1) Mattie Porter, 412 North 8th Street, St. Joseph. (2) Bertha K. Whipple, University of Missouri, Columbia. (3) November. (4) $2.00. (5) $3.00.

MONTANA: (1) Golda May Rhodes, 1809 First Avenue, North, Great Falls. (2) Agnes Hutchison, Montana State College, Bozeman. (3) October. (4) $1.50. (5) $2.50.

NEBRASKA: (1) Florence Corbin, Teachers College, University of Nebraska, Lincoln. (2) Jesse B. Woodworth, State Teachers College, Wayne. (3) March. (4) $2.00. (5) $3.00.

NEW ENGLAND: (1) Mrs. Gladys Beckett Jones, 2 Chestnut Street, Boston, Mass. (2) Nellie M. Hord, Simmons College, Boston. (3) May. (4) $3.00. (5) $5.00.

NEW HAMPSHIRE: (1) Irma G. Bowen, University of New Hampshire, Durham. (2) Ila Batchelder, 59 Warren Street, Concord. (3) October. (4) $3.00. (5) $4.00.

NEW JERSEY: (1) Ada Bessie Swann, 80 Park Place, Newark. (2) Ruth E. Wilder, 55 Park Avenue, Bloomfield. (3) May. (4) $3.00. (5) $3.00.

NEW MEXICO: (1) Alda Henning, Deming. (2) Estelle Weisenbach, 714 Roma Street, Albuquerque. (3) November. (4) $1.50. (5) $3.00.

NEW YORK: (1) Anna M. Cooley, Teachers College, Columbia University, New York City. (2) Margaret Hayes, 581 Broadway, Saratoga Springs. (3) July. (4) $1.50. (5) $3.00.

NORTH CAROLINA: (1) Martha Creighton, Box 1351, Charlotte. (2) Murriel Barnes, Rutherfordton. (3) March. (4) $2.50. (5) $3.00.

NORTH DAKOTA: (1) Clara N. Flemington, State Normal and Industrial School, Ellendale. (2) Frances Bailey, State College, Fargo. (3) November. (4) $2.00. (5) $2.50.

NOVA SCOTIA: (1) Helen Macdougall, Superintendent, Women's Institutes, Truro. (2) Ellen H. Todd, Victoria General Hospital, Halifax.

OHIO: (1) Bertha E. Titsworth, Ohio Wesleyan University, Delaware. (2) Dorothy Shank, 4301 Perkins Avenue, Cleveland. (3) April. (4) $2.00. (5) $3.00.

OKLAHOMA: (1) Mary Russell, 1434 West 39th Street, Oklahoma City. (2) Grace Fernandes, Oklahoma A. & M. College, Stillwater. (3) February. (4) $1.50. (5) $4.00.

OREGON: (1) Frances Wright, Salem. (2) Mrs. Beth Bailey McLean, Hood River. (3) December. (4) $1.50. (5) $3.00.

PENNSYLVANIA: (1) Grace Godfrey, Drexel Institute, Philadelphia. (2) Gertrude D. Peabody, Temple University, Philadelphia. (3) May. (4) $1.50. (5) $3.00.

PORTO RICO: (1) María Teresa Orcasitas, University of Porto Rico, Rio Piedras. (2) Mrs. Alice P. Williams, Box 473, Rio Piedras. (3) December. (4) $2.50. (5) $3.00

RHODE ISLAND: (1) Florence B. Caton, 9 Exchange Terrace, Providence. (2) Eugenie M. Kern, 223 Lowden Street, Pawtucket. (3) June. (4) $2.00.

SOUTH CAROLINA: (1) Stella E. Steele, Winthrop College, Rock Hill. (2) Elizabeth Peay, Gracelyn Apartments, Columbia. (3) December. (4) $3.00. (5) $3.00.

SOUTH DAKOTA: (1) Edith A. Pierson, South Dakota State College, Brookings. (2) Mrs. Edith Abel, University of South Dakota, Vermillion. (3) November. (4) $1.50. (5) $2.50.

TENNESSEE: (1) Gladys Smith, Peabody College, Nashville. (2) Mildred Jacocks, Pythian Building, Jackson. (3) April. (4) $2.00. (5) $3.00.

TEXAS: (1) Mildred Horton, State Home Demonstration Agent, College Station. (2) Edna Wilkin, 516 North Street, Nacogdoches. (3) November. (4) $2.00. (5) $3.00.

UTAH: (1) Rozina Skidmore, University of Utah, Salt Lake City. (2) Minnie Barlow, 480 East Third Street, Salt Lake City. (3) October. (4) $1.50. (5) $5.00.

VERMONT: (1) Dorothy R. Smith, Jeffersonville. (2) Martha E. Leighton, 328 Pearl Street, Burlington. (3) October. (4) $2.00. (5) $2.50.

VIRGINIA: (1) Lillian Cummings, College of William and Mary, Williamsburg. (2) Mrs. Mary Finney Smith, Courtland. (3) November. (4) $1.50. (5) $3.00.

WASHINGTON: (1) Alta G. Fox, Court House, Spokane. (2) Ruth Walker, Central Building, Seattle. (3) April. (4) $1.50. (5) $3.00.

WEST VIRGINIA: (1) Erbie Albright, Morgantown High School, Morgantown. (2) Dorothy Dickinson, Montgomery. (3) November. (4) $2.00. (5) Col. $4.00; H. S. $3.00.

WISCONSIN: (1) Susan F. West, Milwaukee-Downer College, Milwaukee. (2) Mrs. Harriet Gordon Grace, 613 Howard Place, Madison. (3) November. (4) $1.50. (5) $4.00.

WYOMING: (1) Floribel Krueger, Laramie. (2) Margaret Cochran, 816 East Third Street, Casper. (3) October. (4) $2.00. (5) $3.00.

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